



Community Use of Public Facilities

MONTGOMERY COUNTY INTERAGENCY COORDINATING BOARD

Application Before and After School Child Care Services in Montgomery County Public Schools

- **Before you begin:** Use the SAVE AS button to save the document to one of your files
- Use a file name that includes : **school name** followed by your **business name** Ex: **SequoyahSuperCare**
- Note that response space and formatting options are limited
- All submissions **MUST** follow established order and format listed below
- Use **Ctrl** key plus **E** to access editing toolbar. **Spell check** is available using **F7** key
- If applying for multiple school sites, submit a complete and separate application for **each** site
(Hint: when submitting for multiple sites, copy and rename your original saved document)
- See Request for Application for additional instructions and information

This application is for services at:

Chevy Chase Elementary School

(School Name)

Applicant Information

Application/Organization Name (Indicate if this is a "dba" and not a legal name)	Champions Before- and After-School Programs, a division of KinderCare Education (legal name - KCE Champions LLC)
Business Ownership (Skip if applicant is non-profit)	Privately Owned Corporation
Authorized Contact Name	Victoria Baker
Authorized Contact Email Address	vbaker@kc-education.com
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Web Address (optional)	www.discoverchampions.com

Check as applies:

☐ I affirm that the representative named above has the authority to make obligations on behalf of the organization or;

☒ The representative with authority to make obligations for this organization is: Tim Welch

☒ The information provided is true and correct to the best of my knowledge.

☒ I affirm that the organization agrees to the Provider Requirements related to professional conduct, participation in a transition plan (as applies) and accommodate site visits as listed in the Request for Applications.

☒ If selected, I will maintain insurance, accept subsidies, enroll in Maryland Excels and remain in compliance with MSDE regulations

1: Organizational Experience and Capability

1A. Description of Organization

Tax Status (ex 501 (c) 3) ☐ Non Profit ☒ For Profit (ex. LP,LLP, C, B)

Minority/Female/Disabled-owned businesses (MFD) designation (For Profit Only) ☐ Minority ☐ Female ☐ Disabled

Maryland EXCELS Status ☐ Plan to enroll ☐ Enrolled

1B. Provide a summary statement that describes the mission, philosophy and objectives of the proposed program.

OUR HISTORY

The Champions® story begins in 1990 with an elementary school principal who wanted to provide before- and after-school care for her students that was safe, convenient, and above all, fun.

As we grow, we continue to innovate: 2015 saw the launch of an important STEM-focused robotics program. In fall 2016 we rolled out a STEM pilot focused on 3D printing and coding.

OUR MISSION

We foster the love of learning by creating engaging environments for children to unlock their own potential. Our programs align with the Framework for 21st Century Learning and support the core values, mission, and strategic plan of your community partners. This means that Chevy Chase Elementary School's (Chevy Chase's) mission of paving the path to excellence with effective effort will pervade our educational programs and activities.

Chevy Chase students will have unlimited opportunities to develop life and career skills in a safe and fun learning environment. Champions' mission focuses on the "whole child" (academic, social, emotional, and physical development), ensuring that we align with Chevy Chase's goals to encourage college and career readiness.

OUR OBJECTIVES

- Provide a full-service, licensed, and accredited program that offers engaging and affordable out-of-school time programs for grades K-6
- Provide well trained and highly engaged staff
- Foster strong partnerships with the school, families, and the community
- Implement high quality curriculum designed to engage students in self-selected experiential learning activities

SERVICE VALUES

As an organization, our Service Values drive engagement to ensure the best possible outcomes for students, families, and educators. These foundational beliefs drive us to deliver the highest quality educational experiences for the students we serve in our programs and has led to our recognition by Gallup as a Great Place to Work in 2017!

- Respond to the unique needs & interests of every child
- Build great relationships with families
- Work together to make our program warm and welcoming
- Genuinely care about every child in my classroom

1C. Describe your organization's overall capability to provide the requested service. Include a brief summary of your experience, business plan/model, administrative staff support, or other factors that would enable you to provide services. If applying to a middle school, please provide middle school experience.

Champions offers Chevy Chase more than 27 years of experience in education and a commitment to support your mission of providing children with opportunities to achieve in a learning environment that values, respects, and challenges every child, every day. We are committed to serving local communities and currently have a strong presence in the Maryland, D.C., and surrounding areas. As a broader organization, we have multiple sites within a 20-mile radius of Rockville that care for and educate school-age children. One of our longest local relationships includes the nearby Council Rock School District where we have served families for over 17 years. With more than 450 on-site out-of-school-time and early learning programs nationwide, Champions has the depth and breadth to offer national support and can provide experienced educators who will make an obvious impact on Chevy Chase families.

Partnering with Champions

Champions will provide you and your families:

Rewarding Curriculum that Disguises Learning as Fun - Champions' convenient programs will offer Chevy Chase's working families fun and education-based high-quality programs that align with Common Core standards and 21st Century learning objectives that prepare students for the world of tomorrow.

AdvancED Accreditation - Montgomery County Public Schools has invested copious time and resources in a School Support and Improvement Framework that identifies the strengths and needs in each of its schools. Champions shares an interest in measuring how children perform in our out-of-school-time programs and has achieved AdvancED corporation accreditation based on the following benchmarks:

- **Safety** - Creating a safe space is our top priority
- **Curriculum** - Designed to spark a joy of learning and address the unique developmental needs of your school-age children
- **Care** - Our teachers provide the positive support that children need to thrive
- **Learning Environment** - When your children are in a safe, structured, and clean environment, they are more likely to be engaged and to learn
- **Organization** - You can be sure we tend to all the details to make sure your children have a great experience

Top Tier Staff - Chevy Chase's program will be staffed by early childhood education professionals who have operated several DC-area programs and have the capacity to serve more schools. Our recruitment and staff evaluation processes, developed in coordination with Gallup and using the Taleo talent management system, allows us to hire teachers who make the greatest impact on engagement, program performance, and who drive high enrollment and retention.

Financial Partnership - We are committed to providing Chevy Chase with transparent financials aligned to your specific needs, and will develop a program that is affordable to families.

Meet Chevy Chase's Team

Our dedicated and locally-based Area Manager, Jim Tracey, will be your primary contact. Jim has positively influenced the lives of Champions' children since 2001. He began his Champions career as a Program Coordinator and was quickly promoted to Area Manager. During his tenure, he has gained experience opening and transitioning more than 20 sites to Champions. Prior to joining Champions, he spent 10 years in a variety of roles (site staff, Assistant Director, and Center Director) for various summer camps and before- and after-school programs. Chevy Chase's Regional Manager, Edmond Harabedian, will support Jim, as well as your Champions' team, bringing his experience in business operations and client and customer service and satisfaction. Chevy Chase's Site Director will be responsible for all program-associated activities and administrative tasks, including the oversight of all on-location site teachers. Chevy Chase parents can call an after-hours Customer Care Line for technical assistance. Our Education and Training, Inclusion Services, Nutrition, Marketing, Customer Service, Facilities, Purchasing, IT, Risk Management, Finance, Accounting, and Public Relations teams stand ready to help.

Site Support Staff

Chevy Chase's Champions site staff will receive an unrivaled level of expertise and resources from KinderCare Education's National Support Center, so they can focus on the children in their care. Support teams available to provide insight into and tools to facilitate operational administration include:

- Education and Training
- Quality and Accreditation
- Inclusion Services
- Nutrition
- Finance
- Accounting and Internal Auditors
- Legal
- Marketing and Public Relations
- Customer Service
- Risk Management
- Facilities
- Purchasing
- Information Technology
- Subsidy
- Talent Acquisition

Inclusion Services: Our Focus on Responding to the Individual Needs of Families

Champions believes that every child is a unique individual with varying needs, and we welcome the diversity that this brings to our programs. While all children benefit from high-quality out-of-school-time programs, Chevy Chase children with varying abilities and from diverse cultures have the chance to experience meaningful and authentic belonging by learning, playing, and succeeding side-by-side with their peers. Champions embraces inclusive program participation and supports our educators through training and consultation with our in-house Inclusion Services Team.

Our Inclusion Services Team will provide Chevy Chase students a broad spectrum of assistance and support, including:

- Guidance on how to make specific types of accommodations
- Recommendations on teaching strategies
- Individualized tools that support children with special needs
- Helping site staff facilitate partnerships with families and outside organizations, such as IEP teams, classroom teachers, and school counselors

1D. List all current MSDE before and after school locations (do not include infant/preschool only locations or locations you no longer operate)

Site Name and Location	Years of Operation At This Site	Accreditation if Applicable	Ages Served	Type of Services Provided
Cresthaven Elementary 1234 Cresthaven Drive Silver Spring, MD 20903 We also provide programming to students at Roscoe Nix Elementary at this location.	1	AdvancED*	Grades 1-5	Out-of-school-time
Lamond Campus Imagine Hope Community Charter School 6200 Kansas Avenue NE Washington DC 20011	2	AdvancED*	Grades 1-5	Out-of-school-time
Dorothy Height Burdick Campus 1300 Allison Street NW Washington DC 20011	2	AdvancED*	Grades 1-5	Out-of-school-time
Bruce Monroe 3560 Warder Street NW Washington DC 20010	2	AdvancED*	Grades 1-5	Out-of-school-time

Tolson Campus Imagine Hope Community Charter School 2917 8th Street NE Washington DC 20017	7	AdvancED*	Grades 1-5	Out-of-school-time
Perry Street Prep 1800 Perry Street NE Washington DC 20018	2	AdvancED*	Grades 1-5	Out-of-school-time
Rocketship Charter School 2335 Raynolds Place SE Washington DC 20020	1	AdvancED*	Grades 1-5	Out-of-school-time
Democracy Prep Congress Heights 3100 Martin Luther King Avenue SE Washington DC 20032	3	AdvancED*	Grades 1-5	Out-of-school-time
Achievement Prep Academy 908 Wahler Place SE Washington DC 20032	1	AdvancED*	Grades 1-5	Out-of-school-time
Kidstop Child Development Center 15910 Summerville Drive Rockville, MD 20855	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
Shadygrove Road KinderCare 16723 Crabbs Branch Way Rockville, MD 20855	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
KinderCare on Sioux Lane 18000 Sioux Lane Gaithersburg, MD 20878	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
Great Seneca KinderCare 13230 Clopper Milld Drive Germantown, MD 20874	27	NAEYC	6 wks - 12 yrs	Early childhood ed.
KinderCare at Town Center 19780 Crystal Rock Drive Germantown, MD 20874	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
Germantown KinderCare 19921 Frederick Road Germantown, MD 20874	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
Olney KinderCare 3805 Gelding Lane Olney, MD 20832	27	NAEYC	6 wks - 12 yrs	Early childhood ed.
Hickory Ridge KinderCare 6185 Sunny Spring Columbia, MD 21045	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
KinderCare on Little Patuxent 10820 Little Patuxent Way Columbia, MD 21044	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
Russet KinderCare 3504 Russet Common Laurel, MD 20724	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
Laurel KinderCare 14225 Park Center Drive Laurel, MD 20707	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
Calverton KinderCare 11740 Beltsville Drive Beltsville, MD 20705	28	NAEYC	6 wks - 12 yrs	Early childhood ed.

Lanham KinderCare 4880 Forbes Boulevard Lanham, MD 20706	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
Nova KinderCare 1227 North Ivy Street Arlington, VA 22201	27	NAEYC	6 wks - 12 yrs	Early childhood ed.
Alexandria KinderCare 4616 Minor Lane Alexandria, VA 22312	27	NAEYC	6 wks - 12 yrs	Early childhood ed.
Braddock Road KinderCare 9328 Braddock Road Burke, VA 22015	32	NAEYC	6 wks - 12 yrs	Early childhood ed.
Fairfax KinderCare 9749 Main Street Fairfax, VA 22031	25	NAEYC	6 wks - 12 yrs	Early childhood ed.
Lee Highway KinderCare 11723 Lee Highway Fairfax, VA 22035	24	NAEYC	6 wks - 12 yrs	Early childhood ed.
Oakton KinderCare 2869 Hunter Mill Road Oakton, VA 22124	28	NAEYC	6 wks - 12 yrs	Early childhood ed.
Vienna KinderCare 437 Knoll Street NW Vienna, VA 22180	35	NAC	6 wks - 12 yrs	Early childhood ed.
Franklin Farm KinderCare 13220 Franklin Farm Road Herndon, VA 20171	26	NAC	6 wks - 12 yrs	Early childhood ed.
McLearen Square KinderCare 3051 Centerville Road Herndon, VA 20171	27	NAC	6 wks - 12 yrs	Early childhood ed.
Soapstone Road KinderCare 2300 Soapstone Drive Reston, VA 20191	27	NAEYC	6 wks - 12 yrs	Early childhood ed.
Isaac Newton Square KinderCare 1946 Isaac Newton Square W Reston, VA 20190	26	NAEYC	6 wks - 12 yrs	Early childhood ed.
Railstop KinderCare 43323 Railstop Terrace Ashburn, VA 20147	24	NAC	6 wks - 12 yrs	Early childhood ed.
Golden Meadow KinderCare 43599 Golden Meadow Circle Ashburn, VA 20147	24	NAEYC	6 wks - 12 yrs	Early childhood ed.
Lake Newport KinderCare 11875 Lake Newport Road Reston, VA 20194	27	NAEYC	6 wks - 12 yrs	Early childhood ed.
Herndon Parkway KinderCare 1178 Herndon Parkway Herndon, VA 20170	27	NAEYC	6 wks - 12 yrs	Early childhood ed.
Ashburn Village KinderCare 44051 Ashburn Shopping Plaza Ashburn, VA 20147	24	NAEYC	6 wks - 12 yrs	Early childhood ed.
Cascades KinderCare 20655 Fernbank Court Sterling, VA 20165	24	NAC	6 wks - 12 yrs	Early childhood ed.

OR If you do not currently operate any licensed centers, describe any non-licensed childcare services or other relevant child care experience (e.g. home care, other child activity programs, etc.) or business experience providing services to youth.

*Champions holds AdvancED Corporation Accreditation. This applies to the entire organization and is not an individual school accreditation.

Note that the above list is only a sample of Champions and KinderCare sites within a 20-mile radius of Rockville, showing our extensive local footprint. Champions runs more than 450 sites and KinderCare Education runs more than 1,400 child care centers nationwide, more than 97 percent of which are nationally accredited.

Check the box if you believe the answers to item 1 above includes propriety information that would be withheld under the Maryland Public Information Act: ☒ Yes ☐ No

2: Program Activities and Services

2A. Describe your registration process, including how you will advertise and reach out to the families with children attending this school, criteria for admission and how you would manage your wait list.

Champions family registration occurs through our online account management system. A benefit to families is that they can manage their child's attendance each week (every Wednesday for the following week) through our this online system. All attendance, record keeping, and billing is administered and maintained in Champions' online system. Tuition and fees are accepted electronically via Automated Clearing House (ACH), debit, and credit cards using our online portal. Parents are asked to pay their weekly tuition the Friday before the next week of care. Late fees begin accruing the following Thursday.

KinderCare Education's billing and fee collections processes include the following:

- Parent billing and receivable balances are tracked in Champions' online portal, KinderCare Education's internally developed accounting system
- Online payments (ACH/debit and credit card) are posted automatically to the online portal via a third-party payment processor (EZDraft)
- Subsidy billing is performed manually based on each agency's requirements and applied to family ledgers through our online portal

Reaching Out to Prospective Families

We will hold introductory parent meetings to provide an opportunity for parents to ask questions and in many cases, enroll. The introductory parent meeting is a constant in our transition process and significantly reduces any anxiety parents may have in welcoming a new provider. Chevy Chase's site staff will partner with school leadership to coordinate a meeting date, time, and location.

We will partner with school leadership to tailor marketing and communication plans appropriate for your school and families. These may include:

- Individual site page on www.DiscoverChampions.com with site-specific information including hours of operations, FAQs, and local contact information
- Introductory resource materials for families and school staff including a resource binder, Champions Family Handbook, and enrollment quick reference guide
- Ongoing meetings with school staff to develop partnerships and educate them about the Champions program and enrollment process

- An Open House to introduce families to the program and address their questions. Other Champions events can include family movie night or local talent shows
- Information and links on district and/or school website and social media
- Webinars on new programs, the enrollment process and registration, open question forums, on-site presentations, enrollment fairs and parent group meetings
- Signs for outside and inside the school including exterior banners, lobby banners, flag banners, A-frame signs, yard signs, and window decals

Admission Criteria

We will work closely with Montgomery County to define any customized enrollment priorities, but we welcome all students to our before- and after-school programs. We do our best to ensure that students from all economic backgrounds can be a part of Champions and help parents to obtain subsidies or other financial supports that will allow their children access to our engaging before- and after-school programming.

Drop-In Care

Drop-in Care is available at Champions programs, subject to space availability. We request that families seeking drop-in care register for Champions programs in advance.

Waitlist Management

We're confident that our coordinated recruiting efforts, accredited programs, engaging activities and well-trained staff will attract many families, filling your program. In that case, families enrolling in Chevy Chase's program using our online account management tool will receive a waitlist option. Our team will monitor the list, drawing from it to quickly fill openings as they occur. Chevy Chase's parents will receive an email and phone call when space becomes available. We can also partner with Montgomery school principals and leaders to discuss utilizing additional space at the site to expand our programs.

2B-1. In the chart below, outline your proposed hours of operation including any changes in normal operating times (i.e., half /full days, student holidays, winter and spring breaks, etc.).

Type of Use	Type of Space	Morning Schedule	Afternoon Schedule
Regular School Day	All-purpose room or licensable space as assigned.	7:00 a.m. - 9:00 a.m.	3:30 p.m. - 6:30 p.m.
Early Dismissal/Half Days	All-purpose room or licensable space as assigned.	N/A	1:00 p.m. - 6:30 p.m.
Professional and Non-Instructional/Full Days	All-purpose room or licensable space as assigned.	6:30 a.m. - 6:30 p.m. - full day program	6:30 a.m. - 6:30 p.m. - full day program
Holidays	All-purpose room or licensable space as assigned.	6:30 a.m. - 6:30 p.m. - full day program	6:30 a.m. - 6:30 p.m. - full day program
Winter Break	All-purpose room or licensable space as assigned.	6:30 a.m. - 6:30 p.m. - full day program	6:30 a.m. - 6:30 p.m. - full day program
Spring Break	All-purpose room or licensable space as assigned.	6:30 a.m. - 6:30 p.m. - full day program	6:30 a.m. - 6:30 p.m. - full day program
Other	All-purpose room or licensable space as assigned.	TBD in concert with the school	TBD in concert with the school

2B-2. Provide information related to alternate scheduling, planned closings (such as closing on administrative holidays if applicable) below.

Our programs will align with Chevy Chase's schedule. We do plan two closures each year to hold Professional Development Days with our staff but will work to align those with existing school holidays. We can also survey Chevy Chase's families and offer full-day coverage on administrative holidays and during planned closures if needed. As a year-round out-of-school-time provider, we would be able to run before- and after-school services and full- and half-day programming through all allowable breaks and non-school days.

2C. Describe your policy/guidelines for emergency and weather-related early closings, including procedures for parent notification.

Emergency procedures will align with Chevy Chase policies and are communicated to families before the start of the program and reviewed at least once during the school year. We understand that child safety is of the utmost importance, and we coordinate closely with schools and the community to schedule and carry out emergency drills and lockdowns to prepare the staff and children to react properly to any given situation. Additionally, each child's file includes emergency contacts' names and phone numbers, a list of authorized adults to whom the child may be released, any allergies or health problems, and directions for care in case of an emergency.

The Champions Site Director compiles information on each site's emergency closure procedures prior to the start of our program. This includes where Chevy Chase's children will be taken in the event the school must be evacuated. As part of our 21 Best Practices, a written plan is developed for each site and practiced monthly to respond to emergency situations to include school invasion, fires, tornadoes, etc. All staff also undergo emergency response training and at least one person on site has had CPR/first aid training at all times.

When school is delayed or closed due to inclement weather or other emergency-type occurrences, we will also be forced to delay opening or close our Champions sites on the same schedule as the school. We will leave a message on the Chevy Chase's Champions answering machines by 6:00 a.m. on days of inclement weather. Local television stations will also list program status early morning broadcasts, and we will send emails to Chevy Chase Champions families. Champions staff call all parents directly if the school closes early and they need to pick up children. Parents are informed of our procedures in advance.

2D. Provide a typical schedule of activities for each age group to be served. Describe opportunities for enrichment activities (homework help, sports, art, computer, etc.) and special age-appropriate programs as applies. Where possible indicate the daily duration of on-going activities such as homework time.

Morning - Welcome Activities	Fire up children for the fun ahead with trivia, brainteasers, and discussion	15 minutes
Breakfast	Fuel up bodies and brains with a nutritious breakfast	15 to 30 minutes
Interest Areas	Shore up 21st Century Learning with age-appropriate activities that spark students to ask questions and devise creative solutions, building their persistence, confidence, and character	45 minutes to 1 hour
Theme-Related Activities	Each two-week unit contains three theme-related activities for each day. Activities are intended to be implemented with large and small groups and by pairs of individual children.	30 to 45 minutes
Homework	Prepare for school day learning with homework help	30 minutes to 1 hour
Prepare and Depart for Elementary School or dismiss to class	Finish up morning activities and help students to prepare for the day ahead	15 to 30 minutes
Afternoon - Welcome Activities	Fire up children for the fun ahead with trivia, brainteasers, and discussion	15 minutes
Snack	Fuel up bodies and brains with a nutritious snack	15 to 30 minutes
Outdoor Time	Raise up spirits and heart rates with games and movement	15 to 30 minutes

Homework	Follow up on School Day Learning with homework help	30 minutes to 1 hour
Interest Areas	Shore up 21st Century Learning with age-appropriate activities that spark students to ask questions and devise creative solutions, building their persistence, confidence, and character	45 minutes to 1 hour
Theme-Related Activities	Each two-week unit contains three theme-related activities for each day. Activities are intended to be implemented with large and small groups and by pairs of individual children.	30 to 45 minutes
Closing Activities	Finish up activities and prepare students to get picked up or return home	15 to 30 minutes
Optional Activities - Classroom Clubs	With guidance, students develop clubs based on their specific interests	45 minutes to 1 hour
Optional Activities - Project-based Learning	Students work individually or in groups on optional projects based on ideas from our curriculum or student interests	45 minutes to 1 hour
Journaling Activities	Students are encouraged to use their journals to set goals and reflect on projects.	Ongoing

Add Row

Remove Row

Other Notes:

Daily activities also include the following:

- **Student Journals** - Children are encouraged to respond to daily journal prompts for goal-setting activities related to assessments, during group projects, and for experiments and research.
- **Interest Areas** - The program environment is set up with five interest areas:
 - **Creative Arts** allows children to express themselves creatively through art, drama, and music
 - **Library** meets the needs of children at all levels of literacy and encourage them to explore writing, language, and the world of print
 - **Math and Construction** encourages children to explore foundational mathematics and engineering concepts, such as counting, sorting, matching, classifying, and building
 - **Puzzles and Games** contains board games, card games, puzzles, mazes, logic and reasoning games, matching games, and word finds
 - **Science** helps children explore cause and effect relationships, develop sensory awareness, test ideas, draw conclusions, and explore the world around them

Additional Program Components

There are also three optional learning experiences: Project-Based Learning, Junior Counselors, and Classroom Clubs, which are dependent on children's interest as well as space available in the learning environment:

- **Classroom Clubs** - Classroom clubs are ongoing groups built around students' interests. They provide opportunities for students to set goals for themselves, interact with their peers, and solve problems. Examples include Book Club, Collecting Club, Chess Club, Creative Writing Club, and others.
- **Junior Counselors** - Older children (from 4th to 6th grade) have the opportunity to take on leadership roles, be positive role models to younger children, and develop social and relationship skills.
- **Project-based Learning** - Each thematic unit has two examples of projects, or children are welcome to come up with their own ideas. A project is an in-depth investigation of a meaningful topic where children can work together or individually to solve problems.

2E. Describe any special and school specific program features/services or curriculum design that will be included in the program. Include any programs that would support the school community.

CHAMPIONS' SCHOOL-AGE CURRICULUM

Our curriculum is infused with hands-on, mind-expanding content areas that support 21st Century Learning, Maryland Standards of Learning, and Science, Technology, Engineering, and Mathematics (STEM) education.

Validated by AdvancED, a global leader in advancing educational excellence through accreditation, Champions helps school districts maximize success by providing benchmark quality standards, continuous improvement, and comprehensive tools for students' success.

From creating modern renditions of Pop Art to discovering Gross and Goopy Physiology, Chevy Chase children will explore what they love under the guidance of professional educators. Even more, we help them get their homework done, too, gifting families with the time they deserve at the end of a busy day.

A DAY-IN-THE-LIFE AT CHAMPIONS

Our before- and after-school learning experience revolves around six content areas that enhance school-age children's ability to be successful in elementary school and beyond.

- **Character Development:** Developing successful and supportive relationships, and 21st Century skills such as flexibility, initiative, social skills, social intelligence, curiosity, optimism, productivity, mentoring, and leadership
- **Creative Expression:** Appealing to children's interest in the arts, as well as creative and imaginative expression
- **Executive Function:** Cultivating higher-level thinking skills including the ability to think before acting, to attend to a task despite distractions, to adapt to changing conditions, to take initiative, and to follow through
- **Literacy:** Fostering foundational skills in reading and writing, including 21st-century skills such as information literacy, media literacy, and technology literacy
- **Inquiry-based Learning:** Helping children learn about the world around them using questions, problems, and real-life scenarios, reinforcing STEM skills
- **Community:** Building and sustaining an inclusive classroom community and a sense of involvement beyond the classroom, including 21st-century skills such as collaboration and enhancing communication skills

Our seasonal, theme-related activities keep learning fresh and fun and allow us to couple before- and after-school learning with life taking place outside the school day.

Our theme-based curriculum gives our teachers the flexibility to nurture student curiosities and extend or shorten the time spent on activities, pending students' interest levels. While our activities are organized by age group, we make it so that all students can be learning and working together on the same concept to build a wider sense of community, regardless of age level.

Beyond our day-to-day curriculum, Chevy Chase students are presented with the chance to enhance their learning and leadership opportunities through a number of hands-on activities such as becoming a junior counselor or leading a classroom club.

As an AdvancED accredited organization, Champions' mission focuses on the "whole child" (academic, social, emotional, and physical development), ensuring we align with Chevy Chase's goals to narrow the achievement gap and encourage career and college readiness.

DAILY ACADEMIC SUPPORT

We set aside a minimum of one hour per day for homework and academic assistance. A designated space is created for children to comfortably concentrate on their daily school work.

- **Homework Best Practices:** Standards and procedures that staff use as a guide when implementing the homework component
- **Student Homework Survey:** Surveys that children complete to express their individual needs for completing homework
- **Homework Agreements:** Agreements that families and children make annually in which children agree to complete their homework in the Champions program
- **Good Reader Strategies:** Strategies shared with children for use during reading and when decoding words

- **Math At-A-Glance Teacher Resource Sheet:** Tips and strategies for staff when assisting children with math homework

- **Math At-A-Glance Student Resource Sheet:** Tips and strategies for children completing math homework and solving computation problems

- **Homework Zone Signs:** Signs that communicate the need for a quiet environment that is conducive to homework completion

OUR COMMITMENT TO HEALTHY KIDS

After a long school day of focused academic instruction, children should have an opportunity to go outdoors and participate in physical activities. Giving children regular opportunities to participate in physical activities helps to create positive lifelong attitudes toward health and fitness. Our Fitness and Group Games Manual contains more than 200 indoor and outdoor fitness activities and group games.

Champions Fitness Program is used to support children's physical development and overall health and wellness on a daily basis. The enhancement is organized into five components to support the inclusion of fitness activities:

- Balance and Coordination
- Endurance
- Strength
- Stretching

To further demonstrate our commitment to encouraging and demonstrating a healthy lifestyle for children in our care, we proudly partner with Partnership for a Healthy America (PHA) to raise health and wellness awareness in our nation's youth by employing practices that help solve childhood obesity. Within our organization and across our network of centers, we recently introduced our Grow Happy initiative, which helps families and children lead healthier lives. Grow Happy was designed to encourage families to set their own attainable --yet potentially life changing --healthy goals.

ENRICHMENT PROGRAMS

Today's students are entering a job market that values vastly different skills than their parents and teachers learned. To best prepare them for success, we provide enrichment programs that develop students' science, technology, engineering, arts, and math (STEAM) skills. Champions offers a variety of enrichment programs focused on STEAM, Sports, Cooking, and Art. These enrichment programs can be included as parent paid after school clubs, or as an embedded component of Champions programming (at an additional cost).

TECHNOLOGY ENRICHMENTS

The use of 3D printing, Coding, Modular Electronics, Introductory Computer Science, and Robotics in the classroom will help students develop significant STEAM skills, as well as persistence, communication, and teamwork. But unlike most technology enrichment programs, we don't stop with just introducing students to technology. Our enrichments provide students with introductions to programming, coding, modular electronics, computer-aided design (CAD) software, Google's Blockly programming language, and other experiences that allow them to learn the basics of computer programming, design, and software skills with exciting projects. These are lessons that will last a lifetime. Enrichment programs that we can provide are as follows:

- **3D Printing** - Students begin to learn how a 3D printer works and how it is used to construct digital projects of their own creation using the MakerBot Replicator. Using computer-aided design (CAD), a common tool in the engineering, architecture, and construction industries, they will learn how to manipulate objects in 3D space and will build models from basic and advanced shapes. They will ultimately create projects of their own design to print using the 3D printer as a take home piece.

- **Coding** - Younger students (K-1) use color coding to program Ozobots to move and respond in specific ways. Older students (2-6) learn a more advanced visual coding language called OzoBlockly, which is based on Google's color coded Blockly programming language, and transfer the codes from their computers to Ozobot simply by placing it on the screen. Kids can see their programs come to life!

- **Modular Electronics and Introductory Computer Science** - Younger students (K-1) learn the basic concepts of modular electronics using magnetic building block robots called Cubelets. As they experiment with building different modules, they learn the basic structures of introductory coding, computer science, and logic.

- **Robotics** - Champions is the only before- and after-school provider offering a highly interactive, technologically advanced robotics program. We exclusively partner with NAO, the humanoid robot, and its parent company to offer this optional enrichment program at an additional fee to interested families. Students learn to program NAO to tell stories, dance, and play games.

CHAMPIONS' PROGRAMS ARE BASED ON

- **AdvancED.** AdvancED is the largest community of professional educators in the world, partnering with 34,000 educational institutions. They conduct rigorous on-site reviews of educational institutions and systems to ensure that all learners realize their full potential.
- **National Institute on Out-of-School Time at Wellesley College (NIOST) research.** For 30 years, NIOST has moved the out-of-school-time field forward through research, education, and training. Much of NIOST's work has encompassed nationally influential projects, many of which focus on building more effective before- and after-school systems.
- **National AfterSchool Association (NAA).** Champions leaders proudly serve on the NAA board of directors, staying in close and constant touch with this organization's focus on the latest before- and after-school strategies. We partner with NAA, with the goal of raising awareness of quality before- and after-school programs.
- **Gardner's theory of multiple intelligences.** Howard Gardner introduced the idea that children have different ways and rates of learning that do not reflect individual intelligence. Our programs acknowledge these different ways of learning and provide materials that help children who learn best through visual, auditory, kinesthetic, and other cues.
- **Weikart Center for Youth Program Quality Research.** The Center, a joint venture between Forum for Youth Investment and HighScope Educational Research Foundation, is committed to collecting and using meaningful data to create instructional advances in out-of-school-time programs. The Center performed a Champions program evaluation, which yielded outstanding results. According to the Center, "Champions' before- and after-school programs are designed to meet individual needs and the interests of children, and include a wide range of activities based on curricula and an instructional philosophy rooted in positive youth development."
- **National Association for Elementary School Principals (NAESP) recommendations.** Founded in 1921, NAESP advocates for the support that principals need to be successful 21st century leaders who achieve the highest results for children, families, and communities.
- **National Association for the Education of Young Children (NAEYC).** NAEYC is the largest and most influential advocate for high-quality early care and education in the United States.

2F. Describe plans for field trips and explorations of the community, including transportation arrangements. (Include all extra costs for trips if not included in the base fee and arrangements for children who do not participate due to costs, physical limitations, etc.)

Due to the short time we have with your students after school, field trips are not included in our school year before- and after-school programs. Field trips are a wild success in our Summer Camp Programs, though. During the school year, we focus on community involvement by welcoming special guests and hosting in-house events. We also host, support, and encourage families to participate in school community events. To enhance children's learning experiences, Champions can survey Chevy Chase parents to determine what families' most value. In our school-year programs we coordinate in-house clubs and special events. In the past, we've offered activities such as:

- Creativity Club - Fun, complex creative arts projects
- Taekwondo - Martial arts form that builds strength and self-discipline
- Sports leagues - Wide variety available based on family interest
- Gymnastics/Fitness - Conducted by personal trainers and gymnastics professionals
- Young Rembrandts - Drawing and painting classes
- Karaoke Club- Sing and dance along to favorite tunes

2G. Describe the program's food service plan and provide a sample menu. For elementary school sites, include breakfast and afternoon snacks.

Monday	Tuesday	Wednesday	Thursday	Friday
Whole Grain Bagel, Cream Cheese & Fruit Cup	Fresh Apples & Yogurt	Whole Grain Cheddar Goldfish & Fresh Bananas	Baked Cinnamon Pita Chips & Applesauce	Wheat Crackers & Cheddar Cheese

Whole Grain Cereal, 1% Low Fat Milk & Fresh Banana	Fresh Carrot Sticks, Baked Pita Chips & Hummus	Whole Grain Bagel, Cream Cheese & Fresh Oranges	Granola Bar, Pears & 1% Low Fat Milk	Cheddar Popcorn, Pretzels & Raisins
Whole Grain Graham Crackers, Sunflower Seed Butter & 1% Low Fat Milk	Baked Cinnamon Pita Chips & Applesauce	Fresh Carrot Sticks, Pretzels & Hummus	Fresh Apples & Yogurt	Baked Multigrain Sun Chips, Salsa & Cheese Stick
Whole Grain Nutrigrain Bar & Fresh Oranges	Wheat Crackers & Cheddar Cheese	Fresh Celery Sticks, Sunflower Seed Butter & Raisins	Cheddar Popcorn & Fresh Banana	Whole Grain Cereal, 1% Low Fat Milk & Fruit Cup

Add Row

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Include any additional information about the menu above.

At Champions before- and after-school programs we serve breakfast and an afternoon snack. The menu meets our nutrition commitments to offer healthy foods that taste good and support children's growth and development. That's why we serve fruit and veggies, whole grains, milk, and lean proteins. We eat together! Our meals and snacks are served family style.

Keeping the children in our care safe and healthy is a priority. To accommodate children with food allergies, sites may restrict which foods are served and brought into the site. Our site directors work directly with families to accommodate food allergies and special dietary needs.

We proudly partner with Partnership for a Healthier America (PHA) to raise awareness about the health and wellness of our nation's youth by employing practices that help solve childhood obesity.

"KinderCare is helping the next generation of kids get off on the right foot," said PHA President Lawrence A. Soler. "Changes like these are vital to ensure all children are at a healthy weight, and we applaud KinderCare for their dedication. We're also pleased to recognize KinderCare as one of the finalists for PHA's inaugural 2016 Partner of the Year Award."

Check the box if you believe the answers to item 2 above includes propriety information that would be withheld under the Maryland Public Information Act: ☒ Yes ☐ No

3: Child Development/Interaction Strategies

3A. Describe your approach to promote positive interactions between children.

CHILD GUIDANCE PHILOSOPHY

Our staff is trained to reinforce appropriate behavior and proactively redirect and coach children who are showing inappropriate behavior. This approach allows students to identify their feelings and to develop the skills to express them appropriately. We create a safe school climate that gives all children the opportunity to develop positive behavior skills. Children are learning behavioral strategies as they grow up, and they need support to develop the skills to communicate in productive ways when they are struggling emotionally. Our goal is to teach children the best ways to approach emotionally challenging situations, rather than reacting only when they engage in challenging behavior. Our behavior expectations are based on what is good, healthy, and appropriate for each child --not what is convenient for the adult.

POSITIVE BEHAVIOR SUPPORT

Our Positive Behavior Support Manual provides teachers with a framework to address challenging behaviors in the classroom. Rather than a reaction-oriented approach, we focus on teaching children social and emotional competence and executive function skills that prevent challenging behaviors before they occur. Our curriculum's focus on executive function--related to working memory, impulse control, and cognitive flexibility --helps

children deal with challenging situations and communicate their needs clearly without engaging in challenging behaviors. In addition, our Inclusion Services Team provides teachers with a break box of tools to enhance children's socio-emotional learning skills.

3B. Describe your approach to promote positive interactions between children and staff.

Our staff are committed to building positive relationships with the children in our care and the teachers and school staff that we support. By focusing on building relationships with children that are responsive, consistent, and nurturing, we help children to feel accepted in a group, assist children with communication and getting along with others, and provide a supportive environment where children learn and practice appropriate and acceptable behaviors.

Our Quality Improvement process ensures that we are formally looking at teacher and child relationships 2-3 times per year.

3C. Describe how the program will accommodate children with special needs (including the distribution of medications).

Champions and KinderCare Education serve children of all abilities in more than 2,000 early childhood and before- and after-school programs nationwide. We believe that every Chevy Chase child is a unique individual with varying needs, and we welcome the diversity that this brings to our programs. While all children benefit from high-quality before- and after-school programs, children with varying abilities have the chance to experience meaningful and authentic belonging by learning, playing, and succeeding side-by-side with their peers. Champions embraces inclusive program participation and supports our educators through training and consultation with our in-house Inclusion Services team.

Our Inclusion Services Team will provide Chevy Chase students with a broad spectrum of assistance and support, including guidance on how to make specific types of accommodations, recommendations on teaching strategies and individualized tools that support children with special needs. Our experts help site staff facilitate partnerships with families and outside organizations, such as IEP teams, classroom teachers, and school counselors. Champions' staff can contact KinderCare Education Inclusion Services via email or hotline with questions or concerns.

Each site will be provided with a "Break Box Sensory Tool Kit" that includes items designed to aid children in adjusting to classroom routines and help them express personal needs. These include Magnetic Picture Schedules (making abstract time and concepts more concrete), fidget toys and therapy putty (supporting children who need additional help focusing, self-regulating, and safely expressing their emotions), and a number of communication tools--books, communication cards, and break cards--that help children celebrate their differences and communicate with one another in the classrooms.

Our site management and staff pay close attention to the children in their care and ensure that each child--regardless of their emotional, physical, medical, or academic needs--can engage and participate in classroom activities. Our attentiveness provides us the opportunity to refer families of children who have or show signs of having developmental delays or disabilities to appropriate public agencies based on the family's needs and location. We are committed to serving our families and children--regardless of their need--as best articulated by this parent on a recent survey--"I really appreciate the amazing staff at Champions that have worked so well with my son who is deaf. The compassion, extra attention, and time they have spent with me and my son has been amazing. Most sites would not put the time or effort into a child, especially one with special needs. I cannot thank them enough for what they have done for my husband and I, and our family. What a weight lifted off of me every day when I know he is there and I can actually work some. They keep me updated on his status and call me when things are happening with him."

As part of the registration process, we gather information about any relevant medical conditions that children in our care have, and any medications that may need to be provided. Staff are all trained in health and safety protocols, including CPR, and First Aid. We work with parents to determine medication schedules.

3D. Describe your organization's student discipline policy for your program and how it is communicated to parents, students and staff. Include how incidents such as bullying are handled.

Our commitment to building strong relationships with the families in our programs and the teachers at our schools allows us to keep the lines of communications open and to provide awareness to all parties when concerns and challenges arise. The more that parents are engaged and involved in their children's learning and development, the more that we are able to rely on them to provide insights into their child's behaviors. We also work to develop great relationships with the school community so that we can gather insights into the behaviors and challenges of the children in our care. The end result is that we are often able to head off challenging behaviors before they occur. We will work with teachers and administration to align our student discipline policy with Chevy Chase's policy.

If the combined efforts of Champions' staff and the parents are unsuccessful, Champions will meet with the school administration, guidance counselor, parents, and teachers to explore all available options. We work closely with families to set children on positive paths. When we talk to families about issues as they arise, we can often avoid disenrollment.

Bullying Prevention

Champions supports a secure and positive school climate that is free from threat, harassment, and any type of bullying behavior. Our discipline practices include Positive Behavior Supports and a Progressive Guidance Plan for persistent inappropriate behavior (including terms for disenrollment). Our purpose is to promote consistency of approach and to help create a climate in which all types negative behaviors are regarded as unacceptable.

- Families are notified through the family handbook and parent open house events.
- Executive Function skill building is integrated into the afterschool curriculum. Program materials such as "Bullies, Victims and Bystanders" are included to reinforce these expectations with children.
- Champions provides Positive Behavior Support/Progressive Guidance Action Plan training to teachers as part of our orientation process.
- As your partner, to ensure continuity and clear expectations Champions will support the Montgomery School District student conduct policies. Champions teachers will gladly participate in any district provided training on this topic.

3E. Briefly describe what policies and procedures you will have in place to ensure that children are supervised and accounted for at all times.

BEST PRACTICES

We ensure safety and security in a variety of settings, including using the restroom, going to and enjoying the playground, in the event of an emergency, during administration of medication, and as children are signed in and out. Our 21 Best Practices are customized for each location we serve and are the result of ongoing refinements.

SIGN-IN AND SIGN-OUT PROCEDURES

Parents must indicate on the enrollment form all individuals who are allowed to sign their child in or out. If children leave our program and return, they must be re-signed in and out by an authorized adult (we check photo IDs to verify identification). Our program staff will not release any child to an individual that the child's parents have not fully authorized.

STAFF SUPERVISION

Supervision is covered in our first orientation and training segment, where staff members learn to never leave children unattended or unsupervised for any reason. Champions' staff perform face to name child counts every 30 minutes to ensure each child's safety and presence.

PROGRAM LICENSING

Participating in the state licensing and ongoing renewal process ensures regular third-party evaluation of our programs' health and safety and focuses on both the environment and staff. Our Champions Licensing and Compliance Officer has 25 years of child care licensing expertise and keeps site staff on pace with specific state

regulations that ensure a safe environment, qualified staff, and ongoing training.

Check the box below if you believe the answers to item 3 above includes propriety information that would be withheld under the Maryland Public Information Act: ☒ Yes ☐ No

4: Budget and Fee Schedule

4A-1. Provide your proposed fee schedule. Indicate unit of time (e.g. per hour/day/week/month, etc) you are providing information for in the column heading.

Please specify unit (hourly/daily/weekly/monthly, etc) in the column header. Daily examples can be adjusted.

Fees PER CHILD	Enrollment Assumption (#students)	Rate includes/excludes(ex breaks, holidays...)	Weekly Tuition - 4-5 days per week	3 days per week	2 days per week
Regular Before & After school	10	ex breaks,holid	\$143.00	N/A	N/A
Before School Only	6	ex breaks,holid	\$63.00	\$38.00	\$26.00
After School Only	23	ex breaks,holid	\$124.00	\$75.00	\$50.00
Student Holidays/full days	20	N/A	N/A	N/A	\$42.00*
Administrative Holidays	20	N/A	N/A	N/A	\$42.00*
Winter Break	25	N/A	\$210/\$168	\$126.00	\$84.00
Spring Break	25	N/A	\$210/\$168	\$126.00	\$84.00
Drop-in/Occasional	10				See below*
Registration Fee					\$25.00
Late Pick-up Fees					See below*
Late Payment Fees					\$10.00
Returned Check Fee					\$25.00
Sibling Discount					10%
Other Fees or Discounts					See below*

Selected provider may not change their fees during the first year of their placement.

Supplemental comments on rate chart above

- 1) Student Holidays/Full Days & Administrative Holidays - No additional fee for existing, full-time before and after school enrollments. Others will be charged \$42.00.
- 2) Drop-in/Occasional - Before School: \$21.00 per day; After School: \$37.00 per day
- 3) Late Pick-up Fees - \$10.00 per 15 minute increment, beginning 15 minutes after closing. 16-30 minutes late: \$10.00; 31-45 minutes late: \$20.00; 46-60 minutes late: \$30.00

4A-2. How would you address the issue of:

- a. students who need scholarship assistance.
- b. children who receive a subsidy (POC or WPA) from a County, State or Federal agency and if those payments should be delayed.
- c. who need part-time or occasional care.

a. Financial Assistance is available to Chevy Chase families via a scholarship program which provides assistance ranging from 25 to 100 percent off weekly tuition. Our Site Director and Area Manager will work closely with Chevy Chase's principal to ensure the most deserving families receive the financial assistance they need. We offer one scholarship for every 15 full-time children registered in the program.

b. Champions welcomes Chevy Chase families utilizing Working Parents Assistance and Department of Social Services vouchers. We encourage families to reach out to Working Parents Assistance (WPA) and Department of Social Services (POC) directly at 240-777-1155 to apply for vouchers. Chevy Chase parents are responsible for the difference between the tuition and the voucher amount. If payments are delayed, we will work closely with each family to help resolve the delay. We are also very willing to accept military vouchers and provide drop-in services.

c. Champions offers Chevy Chase flexible schedules for part-time needs. We offer weekly schedules for 1-day to 5-day rate options which help parents manage their enrollment needs. We also allow for schedule changes week by week with advance notice.

4A-3. Describe other fee policies and discounts, including how fee increases will be determined over the next three years, provider may not increase fees during first year.

Champions' charges tuition weekly, but parents who wish to pay monthly can do so. Registration fees are required upon initial enrollment, and re-enrollment fees are paid after disenrollment but before returning to program.

If Chevy Chase families enroll more than one child in the same program, a 10 percent siblings' savings is available for the second child (or all subsequent children). Montgomery County Public Schools employees would also be eligible to receive a 10 percent savings on other Champions and community KinderCare Learning Center programs. (Note: This savings cannot be used in conjunction with the siblings' savings.) We also provide the same 10% savings to police, firefighters, and military families.

Champions ensures our high-quality out-of-school-time programs are extremely affordable and accessible to Montgomery County families. We will continue to offer market tuition rates through the life of our contract and provide families in need guided assistance from our in-house state subsidy specialists. Annual tuition increases afford us the opportunity to align staff wages with annual inflation rates. Annual tuition increases will be minimal and will not exceed CPI.

4B. Provide a tentative annual operating budget (revenue and expenses). As applicable, please itemize your start-up costs.

Insert header	Insert header	Insert header	Insert header	Insert header
Net revenue	\$147,000.00			
Wages and Benefits	\$66,000.00			
Program Expenses	\$8,000.00			

Indirect Expenses	\$5,000.00			
Rent	\$11,000.00			
Initial Equipment Investment	\$17,000.00			
Pre-Opening Staffing and Expenses	\$22,000.00	Site setup, recruiting, hiring, background checks, training, marketing, office supplies, etc.		
Field O/H	\$10,000.00			
Net Contribution to Corp O/H and Operating Income	\$8,000.00			

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4C. Provide any other comments attesting to your organization's financial status and ability to sustain this program. The committee may request a financial statement.

As the largest for-profit child care provider in the nation, KinderCare Education and its family of brands, including Champions, will provide Chevy Chase with financial and operational stability that you can rely on.

4D. Describe your proposed timeline demonstrating that the program can be operational by the beginning of the next school year.

Chevy Chase and your community of families can be completely at ease regarding the transition to Champions. We have a successful track record transitioning programs with minimal disruption to all stakeholders. Ongoing, substantive communication is critical; we know how to work in concert with Chevy Chase parents to keep them comfortable during the transition. Parents, staff, and administrators are fully informed and invested every step of the way.

A tailored launch communication plan covers equipment delivery, parent communication, licensing timelines, and more. We strongly recommend parents be kept in the loop during each transition phase. We specialize in holding Q and A sessions and providing informational materials. Parent communication materials are already in place and can be rapidly set into motion.

Parent Introductory Meetings are distinct from subsequent Open House events and will provide an opportunity for enrolled parents to meet the respective management teams and have all questions answered. The Introductory Parent Meeting is a constant in our transition process and significantly reduces anxiety some parents may have regarding a new provider.

Our local team will schedule/coordinate current family meetings and will work with each building principal to identify a date, time, and location for the meeting.

The following is Champions' proposed timeline demonstrating the Chevy Chase Champions program can be operational by the beginning of the next school year:

- Meet with principals to identify before- and after-school program needs and logistics. 90-120 days
- Secure contracts with school/district - Champions' contract administrator facilitates. 90-120 days
- Initiate licensing process - Champions' dedicated licensing specialist. 90-120 days
- Complete and submit licensing paperwork. no later than May 13th (sooner if possible depending on the date that the Chevy Chase committee selects Champions as its 2018 school year provider)
- Submit Facility Request Form and Deposit, Certification of General Liability Insurance no later than July 14th (sooner if possible depending on date that the Chevy Chase committee selects Champions as its 2018 school year provider)
- Recruit, interview and hire local Site Director and staff. 90-120 days

- Begin marketing efforts to build enrollment. 90-120 days
- Submit licensing application 60 days
- Order program equipment and materials (contract must be fully executed prior). 60 days
- Deliver and inventory all new equipment and materials. 30 days
- Plan staff meeting for each site. 14-21 days
- Provide front office staff with Champions' contact information. 14 days
- Provide principals with Champions Communication Binder. 14 days
- Orient and train site staff. 30 days

Check the box below if you believe the answers to item 4 above includes propriety information that would be withheld under the Maryland Public Information Act: ☒ Yes ☐ No

5: Parent Involvement

5A. Discuss key parent obligations, such as those described in your parent contract. Also describe any consequences for non-compliance.

The following excerpts from the Champions Parent Agreement describe key parent obligations.

- **Registration Fee** - A nonrefundable school year registration fee is due at enrollment and the beginning of every school year.
- **Fee Schedule** - Parents agree to pay the published tuition and fee schedule. As a child changes schedules or programs, the tuition and fees may also change. If the hours a child attends change in any way, parents notify the site immediately, so appropriate staffing may be arranged. If tuition is not paid in advance, a late pay fee will be charged.
- **Weekly Tuition** - Weekly tuition is due in advance by Friday of each week for the following week. A late fee is charged if payment has not been received by the close of business on the Wednesday of each week in which services are provided.
- **Scheduled Attendance** - Tuition is charged at the contracted rate regardless of attendance. Schedule changes must be made by each Wednesday for the upcoming week.
- **Early Dismissal, Late Start and No-School Days and Breaks** - Parents must reserve a slot for their child. On these days, site programs will be open based on need and school district policies.
- **Tax Information** - Parents are responsible to maintain their Champions program financial records for tax purposes.
- **Payments** - Parents authorize Champions to initiate electronic debits to their payment account for each parent authorized tuition payment.
- **Outstanding Payments** - Outstanding, insufficient, uncollected or otherwise ineligible parent payments must be submitted using a different payment account until the balance is rectified.
- **Late Pick-Up Fee** - A late pick-up fee will be charged for each incremental 15-minute period a child remains at the site beyond operating hours.

See the response to Question 5D for details about consequences for parental non-compliance with policies.

5B. Describe how parents will or can be involved in your program.

We use a variety of ways to keep families connected to teachers and the fun learning experiences their child has each day.

Open Door Policy: We encourage parents to visit unannounced at any time. We welcome parents' presence and are extremely interested in feedback. We routinely hold parent focus groups to help us gather candid feedback in a relaxed setting.

Orientation: We orient parents to policies and procedures and Champions' philosophy. Parents receive the Champions' Family Handbook along with a current tuition schedule and information required for processing their child's enrollment.

Verbal Communication: Champions encourages the casual daily exchange between parents and staff when the

child is picked up. This immediate feedback helps parents and site staff work together for the good of the child. Parents may request a conference at any time.

Written Communication: Champions sends monthly emails to parents. These announce the next month's calendar, menus, and special events, and provide information specific to each program.

Parent Engagement Surveys: In partnership with Gallup, a leading performance management company, we administer Parent Engagement Surveys twice per year. These surveys help us measure our staff's ability to involve parents in program events and activities and generate overall parent enthusiasm. We also share these results with the school, parents, and children.

Addressing Parent Concerns: At orientation, parents receive information regarding the process for addressing their concerns. If a parent has a concern, we will work with the parent to make sure he or she is satisfied with our services. The Site Director will inform the Area Manager of any major concerns the Site Director cannot manage on site. The Area Manager will respond to all concerns. When necessary, the Regional Manager (to whom the Area Manager directly reports) will be made aware of the concern and address it appropriately.

5C. Describe when and how you gather parent input/feedback, how you use such information and your method of communicating results.

Our formula for inspiring outstanding levels of family, child, and Chevy Chase engagement is simple. Engaged teachers build great before- and after-school programs, inspire happy kids, make satisfied parents, and nourish deeper experiences, all of which ultimately bolsters the fabric of your program and your community.

In partnership with Gallup, a renowned global performance-management consulting company, Champions has discovered that better experiences deepen engagement for everyone --parents, kids, and teachers. Deeper engagement establishes stronger connections in the Chevy Chase community. And stronger emotional connections mean that we are achieving our goal to create a bond that leaves every employee and family member at Chevy Chase unable to imagine a world without Champions.

FAMILY, SCHOOL-PARTNER, AND EMPLOYEE ENGAGEMENT SURVEYS

Champions' engagement surveys allow us statistical insights related to educational experiences, engagement with families, and success of the kids enrolled at Champions. Soliciting feedback regarding relationships, environment, education, care, communication, and problem resolution, our Engagement Surveys align with our Service Values.

13,000 families participated in Champions' Engagement Survey in 2015, with a mean score average of 4.46 out of 5, which means the majority of enrolled families are highly engaged with our programs. Moreover, we are enjoying year-over-year improvement in both the employee and family engagement surveys.

Details on the surveys are listed below:

- Family Engagement Surveys measure the impact we have on Chevy Chase families and children we serve. These give us focused and actionable ways to increase engagement by measuring the things that are most important to our parents.
- School-partner Engagement Surveys solicit feedback on client services, program management, areas of excellence, and opportunities for improvement. The results are used to make program or operational adjustments to ensure that our clients' needs are addressed.
- Employee Engagement Surveys measure the overall engagement of site and National Support Center staff. These survey results help us to understand what teachers and staff need to take pride and passion in what they do each day.

5D. Describe your process for conflict resolution should a parent not comply with established policies.

Regional Manager Ed Harabedian, Area Manager Jim Tracey, and the Site Director will work with Chevy Chase's principal as we transition to being the provider to determine when and if he or she would wish to be informed of certain issues. Currently, should a Chevy Chase parent not comply with established policies, the Site Director will first attempt to uncover the parent's reasons. Once the root

cause is established, the Site Director will do everything in his or her power to work with the parent to help address it. If the Site Director is unable to manage the non-compliance at the site level, he/she will inform Jim Tracey. Jim will meet with the parent to further address non-compliance.

When necessary, Jim may consult Ed to ensure we fully resolve the issue. Since established policies exist to ensure the well-being of all Champions' children and families, a parent that remains out of compliance would likely be disenrolled unless extenuating circumstances are identified, and the non-compliance can be accommodated. In addition, we will partner with Chevy Chase to facilitate periodic town hall meetings with families if you determine it to be necessary.

5E. Include a link to your Parent Handbook. Paper copies will not be forwarded.

<http://tinyurl.com/zd9se6d>

Check the box below if you believe the answers to item 5 above includes propriety information that would be withheld under the Maryland Public Information Act: ☒ Yes ☐ No

☐ I affirm that as an incumbent I acknowledge that I am responsible for notifying my customers regarding the bid process.

6: Personnel and Staffing Plan

6A-1. Describe your personnel plan proposed for this site by job title. Include information about staff salary ranges and benefits, by position.

Position	Salary Range	Minimum Education Requirements
Site Director	\$18.00-\$22.00/hour	High school diploma, certificate of high school equivalency and successful completion of related college courses for credit. Bachelor's degree required. Meet or exceed all Maryland Excels requirements.
Teaching Assistant/Facilitator	\$16.00-\$18.00/hour	High school diploma, certificate of high school equivalency. Successful completion of related college courses for credit--meet or exceed all Maryland Excels requirements. In some cases, and at Chevy Chase's discretion, we will hire Chevy Chase teaching staff to ensure that we have experienced teachers who align to Chevy Chase's curriculum and mission.
Area Manager	Existing employee, salaried	Significant management experience, preferably in a school or out-of-school-time setting.
Quality Accreditation Adv.	Existing employee, salaried	Education professional with Bachelor's Degree in relevant field. Ensures proper site setup and mentors and reviews all teachers, providing ongoing professional development opportunities.

This on-site director (Site Director) position is responsible for daily curriculum planning and implementation; communication with Chevy Chase parents and personnel; recruiting new students to the program; and daily financial paperwork and all records maintenance. The Site Director ensures a safe and fun environment in compliance with all state requirements. Often, our team's experience and education credentials exceed state minimums.

Primary Duties and Responsibilities

- Assists and supervises children during all activities and/ or lessons
- Recognizes the social, emotional, physical, and cognitive needs of the children and counsels children utilizing developmentally appropriate practices
- Completes all required training as needed
- Assists supervisor in complying with all federal and state laws, licensing and/or school contract, as well as company and specific site policies and procedures
- Answers all communications, relays appropriate information regarding company programs, gives tours of the site, and actively recruits new students to the program
- Ensures site appearance, cleanliness, and safety
- Actively maintains positive communication with parents/teachers/school administration. Recognizes each group's concerns, evaluates course of action and responds professionally to unique needs
- Complies with Champions', school contract and/or state regulations regarding the care of children
- Keeps supervisor informed of all necessary information regarding the care and safety of children
- Prepares and/or implements lesson plans, organization and schedule
- Attends and participates in staff meetings, trainings, site events and parent/client meetings as requested
- Assists in the daily supervision of staff; keeps supervisor apprised of staff concerns and situations needing attention
- Familiarizes self with all aspects of the site budget to ensure resources are managed effectively and within budgetary constraints

The Site Director, in partnership with the Area Manager, will also ensure compliance with Maryland EXCELS, a voluntary Quality Rating and Improvement System (QRIS). A QRIS is a program that awards ratings to family providers, center-based and public school child care programs and school age before- and after-school programs that meet increasingly higher standards of quality in key areas.

6B. Describe your process to ensure hiring and retention of well-qualified staff.

Champions researched and identified the traits of our best teachers and used the research to develop a Great People Selection (GPS) program. Results from a recent study by AdvancED confirms that, compared to the overall averages across the entire AdvancED network, Champions scored 4.0 for our staffing initiatives --well above the industry average of 3.14.

As part of the GPS program, we partnered with the experts at Gallup to create a teacher assessment tool that measures the four key factors in successful employment with Champions:

Contribution: Evaluates the candidate's ability to have a child centered focus, be motivated by student learning, and have an internal drive to excel and make an impact.

Relationship: Evaluates the candidate's ability to build supportive, positive, engaging relationships with children and parents.

Accomplishment: Evaluates the candidate's ability to be highly energized and productive individuals, who can be direct and drive classroom activities.

Implementation: Evaluates the candidate's ability to be open to new ideas, apply new concepts, be thoughtful in planning, and be able to demonstrate positive engagement with children.

These assessments have shown that higher talent increases emotional connections for parents, improves retention rates, and helps kids in our programs succeed in school. Our hiring practices ensure

6C. Describe your plan for staff orientation and topics for ongoing staff training.

STAFF TRAINING AND ORIENTATION

Upon hire, employees receive the training they need to succeed in making a thriving Champions program. On average, Champions staff receive 24 hours of orientation training and more than 20 hours of additional training annually, although we do not limit the amount of training our teachers can obtain. Our orientation and ongoing professional development is among the most extensive and thorough in the industry. Training topics include:

Curriculum: Our teams learn to implement our curriculum, support both children and parents through child development challenges, choose and prepare lesson plans, collaborate with school and district staff, and align our program environment with best practices, accreditation standards, and school and district requirements.

Health and Safety Training: We host in-house health and safety courses year-round for staff. These courses include:

- First aid
- CPR
- Contagious disease
- Healthy practices
- Supervision
- Child abuse prevention
- Maintaining headcounts
- Incident reporting
- Medical information and HIPAA
- Inclusion Services
- Safe workplace practices
- Child release protocols

Champions' health and Safety Training procedures are independently vetted and meet Advanced and NAEYC accreditation standards.

Positive Behavior Support: Teachers are trained to notice and react to children exhibiting behavioral challenges that inhibit achievement. Our teachers receive training and resources to manage behavior issues, but, if Chevy Chase approves and prefers this practice, we will seek guidance from each school and work with classroom teachers to develop an active program tailored to a student's individual needs.

ONGOING PROFESSIONAL DEVELOPMENT AND TRAINING

In addition to the orientation, staff receive at least 14 hours of professional development over the course of the school year, although we do not limit the amount of training our teachers can obtain. At Champions, we continuously evaluate and invest in our teachers.

SKILLED FIELD COACHES AND QUALITY AND ACCREDITATION ADVISORS

One of our key strengths is our veteran teachers and the educational leadership skills they bring to their programs and share with others. Champions has trained more than 50 field coaches nationwide. These staff members focus on modeling and providing peer support for our employees and are selected because they operate highest quality programs. Field Coaches also:

- Facilitate a self-study component of our orientation

- Help to create meaningful learning environments
- Share best practices for operating a successful and fun program

Staff also rely on our dedicated Champions Quality and Accreditation Advisors' coaching and guidance. These educators:

- Model effective teaching strategies
- Ensure correct program design
- Identify opportunities for growth and provide supportive resources
- Follow through to observe these practices in action

6D. How would you address performance problems or inappropriate behavior exhibited by staff?

We believe that the quality of our teachers is the principal factor influencing student achievement. For that reason, teachers are provided the tools, resources, and individual development opportunities crucial to administrating their own personal success. We are very methodical in our approach to coaching our teachers. We use Mid-year Performance Reviews and a Professional Performance Management process to help Site Directors and Teaching Assistants expand their careers and further assess teacher talent. Our first objective is always to help our teachers be better educators and caretakers. As needed, a formal Performance Improvement Plan (PIP) is used by Area Managers to provide structure and clarity for employees committing to change their performance and behaviors. Our PIP entails setting concrete employee outcomes and goals as well as manager expectations. Employee termination occurs only if teachers are unable to overcome their performance challenges.

Check the box below if you believe the answers to item 6 above includes propriety information that would be withheld under the Maryland Public Information Act:

☒ Yes ☐ No

References

Please provide contact information for three (3) current references, two of which should be from parents/clients.

Reference Contact Name	Daytime Phone Number	Parent or Other Professional
Arthur Mola	202-499-0500	Principal, Bancroft at Sharpe Elementary School
David Hicks, Bruce Monroe ES	202-725-7926	Director, School Strategy & Logistics
Justin W. Willis	202-731-9223	DC Public Schools, Dir., Customer Service & Ops.

After you complete the application:

Use the **SAVE AS** button to save the document to your files

- Use a file name that includes the school name followed by your business name. Use an abbreviation if necessary.

Ex: “*Sequoyah SuperCare*”

The file will automatically be saved in a PDF format

Use the **Email Form** to automatically email your application to childcare@montgomerycountymd.gov
(Optional-use the delivery receipt function in your email software)

Reference letters may also be emailed to childcare@montgomerycountymd.gov

Technical questions? Email childcare@montgomerycountymd.gov

Email Form

Print Form

Save As